

SPECIAL REVIEW REPORT

FOR

VALLEY HIGH SCHOOL

10200 Dixie Highway
Louisville, KY
40272

Gary Hurt, Principal

April 17-19, 2013



Table of Contents

Part 1.....	3
Description of Special Review Process.....	3
Part 2.....	4
Summary of Classroom Observation Data.....	4
Equitable Learning Environment.....	4
High Expectations Learning Environment.....	5
Supportive Learning Environment.....	5
Active Learning Environment.....	6
Progress Monitoring and Feedback Environment.....	6
Well Managed Learning Environment.....	7
Digital Learning Environment.....	7
ELEOT Visual.....	8
Part 3.....	9
Response to Focus Areas.....	9
Focus Area A.....	9
Focus Area B.....	11
Focus Area C.....	13
Focus Area D.....	15
Focus Area E.....	16
Part 4.....	18
Review Team Schedule.....	18

Valley High School Special Review Report**I. Description of the Special Review process, including documentation and evidence examined number of persons interviewed, number of classrooms observed, etc.**

The Special Review process for Valley High School began on Monday, April 8 with a virtual team meeting that was held for the purpose of discussing team activities and schedule, making team assignments and reviewing the purpose and objectives of the review process.

The principal provided documents and artifacts for the team to review on April 11 and these were posted to an online team workspace.

The team met on Wednesday, April 17 at 4:00 p.m. in Louisville to further review and discuss documents, artifacts, student performance and stakeholder survey data and to prepare “points of inquiry” that would be used to guide interviews and conversations with school stakeholders over the next two days.

The team arrived at the school on Thursday, April 18 for the purpose of interviewing school leaders, conducting classroom observations in all classrooms, and generally observing school operations. The day began with a two hour PowerPoint presentation provided by the principal. The team also had an opportunity to ask the principal questions. The team spent the remainder of the school day observing in classrooms and conducting interviews. Beginning at 2:30, all team members conducted private interviews with 32 teachers, assistant principals, department chairpersons, Advisory Council members, as well as three teachers selected by the principal and six teachers selected at random by the Special Review team co-leads.

On Friday, April 19 the team met again at the school for the purpose of completing classroom observations and conducting several follow-up interviews, continuing to review documents and artifacts, and reaching consensus on findings. Observations were conducted in 56 classes representing 93% of classrooms in the school. Only four classrooms were not observed because three teachers were absent both days, and a health class had a guest speaker for the entire day on both days of the review.

Valley High School provided various documents and artifacts for the team to examine. These included meeting agenda and minutes for the Instructional Leadership Team, some Professional Learning Community meetings, faculty meetings, etc. In addition, the school provided policies, handbooks, procedures, documentation of improvement planning meetings, and other documents, such as the Quarterly Reports, created in collaboration with the Education Recovery staff. More specific information about documents, artifacts, classroom and school observations, student performance data, and stakeholder survey data that was used to guide the team’s consensus process is identified throughout this report.

II. Summary of classroom observations data

During the on-site review, members of the Special Review team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, well-managed, where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored, feedback is provided by teachers to students, and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Special Review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The 56 classroom observations provided insights into issues surrounding equity, instructional effectiveness, expectations, academic rigor, learning, behavior, technology, etc. Three classrooms (Bruce, Caldwell, Duvall) were not observed because of teacher absence. The classroom observation for a health class was deemed invalid since non-school personnel, a representative from the local health department, was presenting in classes for the entire day.

The team used the results of performance and survey data analysis, classroom observations, stakeholder interviews, and examination of artifacts and documents to confirm, refute, substantiate, and/or validate data gathered or provided from other sources including reports or presentations, interviews, various documents and artifacts, student performance data, and stakeholder survey data.

Equitable Learning Environment (mean rating =1.8 on a 4 point scale)

- There was evidence that students generally had equal access to classroom discussions, activities, and resources, although teachers in the majority of classrooms allowed one or more students to put their heads down on desks and sleep for most of the class period.
- Although the majority of students were orderly and well behaved, classroom behavior expectations, rules, and consequences appeared to be low, unclear, and/or inconsistently enforced in many classrooms resulting in some small groups of students (1) being allowed to engage in distracting, private conversations during learning activities, (2) some students being allowed to sleep throughout the class period, and (3) instructional activities being delayed at the start of the period because the teacher's instructions to be seated, listen to directions, etc. were not initially honored by some students.
- Most observations revealed that instruction was primarily whole group, direct, teacher-centered lecture supported with print materials. Students were very seldom exposed to an

environment which offered variation in instructional activities. Instances in which students were provided differentiated learning opportunities and activities that were clearly designed and implemented to meet their learning needs were rare.

- Opportunities for students to learn about their own and others' backgrounds/culture/differences were extremely rare.

High Expectations Learning Environment (mean rating = 1.8 on a 4 point scale)

- The majority of students appeared to know and were attempting to meet the teacher's academic and behavior expectations although nearly all teachers allowed some off-task or distracting behaviors during some or all of the class period. Instances in which students were motivated to meet high academic and behavior expectations set by the teacher were very limited.
- Similarly, the degree to which students were tasked with activities that were challenging but attainable was also limited since nearly all classroom instruction was teacher-centered lecture. In general, students were expected to be seated, listen to the teacher and could choose whether or not to answer questions or engage in class discussion. Most classrooms had learning targets posted, but the degree to which these served as the central focus of learning activities or provided clear indication of how students would be held accountable for their learning was seldom apparent.
- Setting high expectations for student performance through the use of exemplars, or models of high quality student work, were observed very infrequently. Indicator B3, "Is provided exemplars of high quality work," received a rating of 3 or 4 only three times. The indicator received a 1.4 rating overall.
- Class pacing, teacher expectations and directions, assignments, displays of student work and learning targets, when posted, indicate that students are very seldom engaged in rigorous coursework, discussions and questioning that required them to respond to or use higher order thinking skills. Nearly all teachers' questioning was lower level "recall" that did not require applying, evaluating, synthesizing, etc.

Supportive Learning Environment (mean rating = 2.0 on a 4 point scale)

- Instances in which students demonstrated or expressed a positive attitude about learning experiences were very limited based on ratings for the Supportive Learning Environment (mean rating = 2.0).
- There was very little observational evidence to suggest that learning environment permits students to ask questions, attempt responses, etc., without fear of negative feedback.
- Observers did detect that teachers provided support and assistance to students to understand content and accomplish tasks when assistance was requested by the student. This was usually in the form of responding to a student's question. However, the existence of appropriate additional or alternative instruction and feedback to support student needs was seldom apparent.

Active Learning Environment (mean rating = 2.1 on a 4 point scale)

- The vast majority of teachers rely almost entirely on direct, whole group lecture followed by discussion as the only instructional delivery method. Accordingly, students are active only to the extent that they are passively listening to the teacher. Students may choose whether or not to participate in discussions, ask or respond to questions, etc. Most students are compliant to teacher requests and appear to be listening to lecture and discussion. In nearly all instances, the teacher does not call on students individually to respond to questions or engage in discussions, but instead asks students to volunteer to respond. In general, all students are not expected to participate and some discussions were dominated by only a few students.
- While the majority of students follow teacher instructions to listen to lecture and then listen to or participate in discussions, teachers allowed a few students in nearly every class to put their heads down on their desks and sleep. Off-task behavior, which was occasionally distracting to other students, was frequently allowed.
- Observers noted a few instances of students engaging in content-based discussions with teachers and other students and occasionally making connections to real-life experiences.

Progress Monitoring and Feedback Environment (mean rating =1.9 on a 4 point scale)

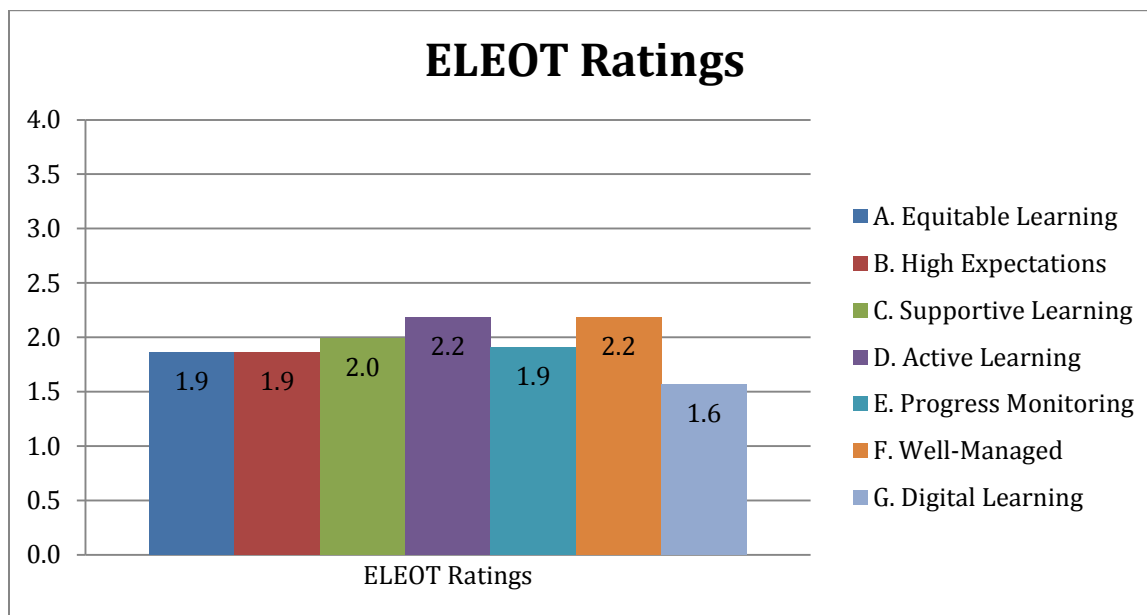
- Associated with this environment is ongoing questioning, or probing, of students about their understanding of the learning. While teachers, in general, asked mostly low level questions during lecture or discussion periods, these were usually directed to students who volunteered answers, but in many instances students simply “called out” a response which was accepted by the teacher. The practice of allowing several students to call out responses simultaneously is not reflective of an effective progress monitoring environment.
- There was evidence that students received some feedback to improve their understanding during lecture and discussion periods. Guided practice periods in which the teacher was circulating and monitoring student work for understanding were very infrequent.
- While many classrooms posted “learning targets,” they were not a central part of the lesson, and it was very seldom clear how students’ understanding of the learning would be assessed.
- Evidence of teachers routinely monitoring student understanding of learning targets and providing descriptive feedback for improvement or encouragement was rarely observed.
- Observers saw few examples of students responding to teacher feedback to improve their understanding or of teachers probing to assess students’ mastery of concepts.

Well-Managed Learning Environment (mean rating = 2.1 on a 4 point scale)

- The majority of students spoke and interacted respectfully with teachers and peers and, in general, was orderly and compliant in classrooms and common areas.
- Classroom transitions, in general, were not smooth in that they required more time than should be necessary, used teacher time and energy to monitor and usually resulted in more student off-task or distracting behavior. The extent, to which students appeared to have been taught specific classroom procedures for transitions, etc., appears to be quite limited.
- Instances in which students collaborated with each other in student-centered activities were very infrequent.
- The majority of students complied with instructions and rules. However, many teachers (1) allowed some students to engage in unrelated talk thereby distracting others, or (2) allowed some students to disregard teacher directions to be seated and begin class activities, etc., or (3) allowed a few students to remain off task, or sleep, for the class period. Instances of student misbehavior and confusion concerning classroom procedures were widespread, suggesting school-wide expectations for behavior and classroom management are either low or unclear among students as well as teachers.
- A few classrooms were well-managed or exhibited active student engagement in learning activities, but such examples were the exception rather than the norm.
- Procedures for class change times, i.e., classroom doors closed and locked after the bell rings, were frequently not met, and, in some instances, many students were allowed to enter classrooms after the bell had rung. Similar confusion regarding procedures or rules may exist with regard to students not being in the halls five minutes after class starts or before class ends, and the use of electronic devices such as cell phones. These school-wide expectations were not consistently met by teachers or students, especially during the afternoon.

Digital Learning Environment (mean rating = 1.6 on a 4 point scale)

- There was little to no observational evidence demonstrating use of technology for deepening teaching and learning. With the exception of one or two math classes in which nearly all students were using calculators and a yearbook class in which students were entering information or images into an electronic framework, there were no other observations of students using technology for the purposes of solving problems, conducting research, gathering and evaluating information for learning, etc.
- Though some teachers used technology, it was nearly always for lower order functions (e.g., as a projector or video screen).



III. Responses to the five Focus Areas identified by the Kentucky Board of Education and Commissioner Holliday

Focus Area A

Hold all staff accountable for establishing high academic and behavior expectations for all students.

	This focus area has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
X	There is little or no evidence of improvement with regard to this deficiency.
<p>Evidence:</p> <ul style="list-style-type: none"> • Classroom observations • School observations • Student performance data • Stakeholder interviews • Learning Walk documentation • Review of teachers' Quarterly Binders • Principal's presentation • Principal interview • Review of school policies • Review teacher and student handbooks • Survey data including teacher open responses • PLC documentation • Student discipline referral data • Other artifacts and documentation 	
<p>Comments:</p> <ul style="list-style-type: none"> • The school's vision/ mission statement expresses high expectations for student performance, especially the statement "committed to meeting the needs of all students and providing them with the 21st century skills necessary to reach proficiency and post-secondary success." In interviews, however, few stakeholders could explain their understanding of the school's mission and vision, suggesting that school leadership has not been successful in building commitment, ownership or understanding of these formal statements of purpose and direction among stakeholders. • Classroom observation data consistently indicated that nearly every classroom relied on whole group direct instruction supported with some print materials, i.e., handouts or other visuals. Classroom observations also indicated that students were very infrequently exposed to differentiated learning opportunities and activities that meet their needs, engaged in rigorous coursework and discussions or tasks, or asked and given the opportunity to respond to questions requiring higher order thinking such as application, evaluation, etc. In surveys, only 51% of students agree/strongly agree with the statement, "All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed," suggesting that about half of the students in the school disagree or are ambivalent about the degree to which the school provides variation 	

in teaching approach. 59% of staff indicated in surveys that they agree/strongly agree with the statement, "All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills," suggesting roughly 40% of the staff disagree or are ambivalent about the degree to which instructional approach is varied.

- Observations revealed that teachers allowed a few students in nearly every class to put their heads down on their desks, sleep, or otherwise disengage from classroom discussions and activities, suggesting the absence of high academic and behavior expectations.
- Staff surveys indicated that the majority of staff, or 79%, agree/strongly agree with the statement, "Our school's leaders expect staff members to hold all students to high academic standards." Classroom observations, interviews, and student performance data do not indicate that these expectations are clearly understood and being consistently implemented across the school.
- Valley High School leadership and faculty have approved a statement describing instructional "Non-Negotiables" that include (1) maximizing instructional time for bell to bell instruction, (2) following the JCPS Classroom Instructional Framework for planning and delivery of daily instruction, (3) creation of student friendly learning targets and three references to them during the lesson, (4) use of varied and research-based instructional strategies that address different learning styles, (5) developing and administering regular formative assessments with meaningful, abundant and efficient feedback. With regard to these criteria, classroom observations revealed that: (1) bell to bell instruction was not provided in every classroom. Observers noted several instances of class activities not starting promptly after the class period had begun and/or ending prior to the conclusion of the class period. A good deal of time was lost in several classes due to students sleeping or being off task, (2) evidence of implementation of the "JCPS Classroom Instructional Framework" was very limited, particularly with regard to "establishing engagement or independent work," "fostering connections or guiding purpose," "deepening understanding or interactive instruction and authentic engagement," as well as "closure and consolidation," furthermore, little to no support for implementation of this framework has been provided for teachers in the form of professional learning, specific monitoring and feedback, (3) learning targets were posted in some but certainly not all classrooms and observers did not detect that the learning targets were referenced throughout the lesson, (4) nearly every classroom used whole group direct instruction with almost no variation or differentiation being detected that would address different learning styles or unique learning needs of students, (5) while formative assessments were discussed in stakeholder interviews and referenced in PLC documentation, the existence of a formative assessment process or system was not detected in observations.
- Classroom observations revealed that the High Expectations Learning Environment was rated at 1.8 on a 4 point scale. Two specific indicators suggest a general weakness with regard to the presence of high academic expectations across the school: (B4) "Is engaged in rigorous coursework, discussion, and/or tasks," which received a rating of 1.8. Of the 56 classrooms observed, 19, or 34 %, received a level 1 rating for this indicator and only 6 classrooms, or 11%, received a level 3 or 4 rating. (B5) "Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)," which received a rating of 1.8. Of the 56 classrooms observed, 22, or 39%, received a rating of level 1 and only 9 classrooms, or 16%, received a rating at the 3 or 4 levels.
- Surveys administered to 433 students indicated that 57% of students agree/strongly agree with the statement, "In my school, the principal and teachers have high expectations of me." Similarly, only 51% of students responded that they agree/strongly agree with the

statement, "My school provides me with challenging curriculum and learning experiences."

- Of the 70 staff members who were surveyed in spring 2013, when given an opportunity to respond to the question "What do you like least about our school?", 38 staff members, or 54% of respondents, specifically referenced discipline, student behavior, lack of support from administration with regard to discipline, inconsistencies in discipline, bad behavior and class disruptions, etc., suggesting that the school's policies, practices, procedures and expectations for student behavior are not systematically implemented to ensure orderly and effective classroom instruction and the absence of a well-defined and functional framework for the management of student behavior across the school.
- Similarly, when asked to respond to the question "What is one suggestion you would like to offer to improve our school?", 27 staff members, or 39% of respondents, indicated a need for improvement in discipline, student behavior, consistent discipline approach, enforcement of disciplinary policies, etc., indicating a desire on the part of teachers and staff for significant improvement the management of classroom and school behavior.
- The principal provided professional evaluation results for five of the most effective teachers as well as five of the least effective teachers that he had conducted during the current school year. An analysis of the documents revealed only minor differences between the evaluations of the most effective and the least effective teachers, suggesting an absence of high expectations for teacher effectiveness. The principal indicted that no staff members were currently on corrective action plans. He further indicated that if teachers were not doing a good job, he would invite them to transfer to another school.

Focus Area B

Deliver the curriculum, instruction and assessment to adequately address the learning deficiencies of struggling students in reading and math based on instructional implications derived from collaborative examination of student work and formative assessment data. Response to Interventions Model will be used.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
Evidence:	
<ul style="list-style-type: none"> • Self-Assessment • PLC minutes • Formative assessment analysis forms • RTI and Flex documentation • Stakeholder surveys • "Close the Deal" documentation • PLAN and ACT data • Advisory program documentation • Instructional Leadership Team minutes and agendum • Plus/Delta reports • Teachers' Quarterly Binders 	

- Learning walk data and documentation
- Principal's presentation
- Interviews with principal and teachers
- Classroom and school observations
- Quarterly Reports
- CASCADE and Google Docs data
- Educational Recovery staff and leader interview
- Interview of Instructional Leadership Team and School Advisory Council members

Comments:

- The Instructional Leadership Team has communicated an expectation that all teachers organize their curriculum and deliver lessons based on learning targets and use formative assessments to monitor student progress toward standards. A bi-weekly FLEX intervention period has been established to support students who are not making progress toward standards, especially in reading and math. A weekly professional learning community (PLC) structure has been established to facilitate the development of learning targets and formative assessments and to review student data for placement in the intervention program. For several years the school has also maintained a weekly advisory period during which students are purposefully assigned to visit with faculty for a variety of activities and discussions related to their personal health, well-being, and academic success. Teachers generate "watch lists" of students from their advisees and can initiate discussion with other faculty members and document intervention and support efforts via a district-provided online platform. This program is implemented under the supervision of an assistant principal.
- The degree to which the principal has provided effective leadership in the development of these initiatives is not clear. Similarly, the degree to which the principal has provided effective leadership in the implementation of these initiatives through the monitoring of individual student progress, review of student performance data, development of procedures to systematically examine learning targets, lesson or unit plan development, etc. is not evident. Teacher interviews, classroom observations, and artifact reviews indicate that the existence and/or quality of, learning targets, formative assessments, standards-based grading practices, and PLC implementation vary widely and are very inconsistent across the school. Interviews with teachers and school leaders suggest that the principal has not developed procedures to hold PLC's accountable for the quality of their work or the degree to which they are effective in addressing the needs of struggling students, improving professional practice and student achievement. Rather, department chairs, intervention specialists, assistant principals, and the Educational Recovery Staff are engaged to varying degrees in the oversight and support of the work of PLC's. The principal has assigned himself to support and engage with one math PLC, but the extent to which he has been consistently involved in, for example, review of student work, or helped to focus PLC efforts on improvement in student performance and teacher effectiveness, is not apparent based on interviews, documentation and classroom observations. While teacher interviews indicated that the advisory period is a valuable time for building relationships with

students, interviews and documentary evidence revealed that the principal has established no systematic way to monitor or support this initiative, nor does the school have a way of evaluating its impact or effectiveness.

- While most teachers could describe the school's expectations for classroom-level interventions, there is no evidence that the principal is providing systematic monitoring to ensure that such interventions take place. There is no evidence of teachers changing their daily classroom instructional practices as a result of collaboratively reviewing student performance data. Rather, assignment of students to the FLEX intervention period is the key way in which the needs of struggling students are addressed. Interviews consistently reveal that the criteria for assigning students to FLEX vary from department to department. Further, the FLEX period was suspended for a significant portion of the second trimester to allow time to re-design and re-structure the program. Currently FLEX functions as a form of credit recovery, rather than a fluid, responsive system to address student deficiencies relative to specific standards. Teachers, including members of the Instructional Leadership Team, were unclear about the expectations for FLEX interventions beyond this school year.
- Teacher interviews and PLC documentation review and classroom observations reveal that standards-based grading practices vary from classroom to classroom. The principal indicated that there is no systematic process for holding all teachers accountable for standards-based grading practices other than voicing his expectations. According to the staff survey, 41% of staff members were neutral or disagreed that, "All teachers in our school use common, consistent grading practices and reporting policies across grade levels and courses based on clearly defined criteria." No evidence suggests that the school is systematically implementing a standards-based grading approach that is supported by professional learning and other assistance for teachers, effective communication to students, parents and the broader community about significant changes to grading practices, or provisions for monitoring implementation and effectiveness.
- The staff survey also indicated that more than one-third (38%) of staff were either neutral or disagreed that "school leaders hold themselves accountable for student learning." There is little evidence that the principal actively coordinates the efforts of teachers and instructional leaders to ensure the on-going, sustainable delivery of curriculum, instruction, and assessment to adequately address the learning deficiencies of students struggling in reading and math based on instructional implications derived from collaborative examination of student work and formative assessment data.

Focus Area C

Walkthrough forms are developed to better monitor teachers to ensure that effective and varied instructional strategies are used in all classrooms.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
Evidence:	
<ul style="list-style-type: none"> • Walkthrough data • Interviews with teachers, administrators, assistant superintendent 	

- Walkthrough binder
- Teachers' Quarterly Binders
- Classroom observation data
- Performance data
- Quarterly Reports
- Survey data
- Principal's presentation

Comments:

- The school has developed a walkthrough instrument for the purpose of monitoring teachers. The document provides space for administrators to check boxes and provides snapshot data related to student engagement, classroom activities, instructional strategies, the learning targets, assessments used, and classroom culture. Additionally, the document includes space for administrator comments and suggestions, as well as space for teacher reflection and next steps.
- However, interviews with teachers and administrators and a review of the evidence reveal that walkthroughs, sometimes called Learning Walks, have not been conducted systematically or consistently. A review of the Learning Walk binder indicated that some administrators have been much more consistent with Learning Walks than others. For example, one administrator has conducted a total of 5 Learning Walks this academic year; another administrator has conducted 44 Learning Walks during the same time period. From August to April the principal has conducted a total of 17 Learning Walks: 4 in August, 2 on one day in September, 3 on one day in November, 4 on one day in February, and 4 on one day in March.
- There is also considerable variation in the degree of specific feedback provided by administrators to teachers on the walkthrough documents, and there is no evidence that school leaders have aligned or calibrated their expectations for Learning Walks/walkthroughs to ensure consistency.
- The learning environment rating for "Has differentiated learning opportunities and activities that meet her/his needs," was rated 1.6 on a scale of 4, indicating that observers were able to detect very few instances in which learning activities varied from whole group lecture and discussion. The general absence of differentiated learning opportunities was also evident in the indicator, "Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs."
- Although survey data indicates that 66% of staff agree/strongly agrees with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students," little evidence could be found in classroom observations suggesting that instructional strategies and interventions were regularly used to improve student learning. In surveys, 51% of students indicated that they agree/strongly agree with the statement, "All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed," suggesting that nearly half of the students do not perceive that the school is effective in adjusting and adapting instructional strategies to meet their needs.
- In addition to classroom observations, interviews as well as performance data also indicate that the school has not instituted a process whereby feedback from walkthroughs is used to improve teachers' instructional practice or to ensure that teachers are consistently using varied and effective instructional strategies in all classrooms. Interviews and a review of documents reveal that while there is a debriefing discussion following the Learning Walks,

there are no systematic efforts in place to ensure that feedback and suggestions for instructional improvement are implemented.

- No evidence has been presented to suggest that the Learning Walk/walkthrough process is part of a broader systemic process to improve teacher effectiveness and student performance through the use of varied instructional strategies that address students' learning needs. Coherent linkages to professional development, lesson and unit development, professional learning offerings, school improvement goals, etc. are not apparent.

Focus Area D

Deficiencies in identified gap students will be addressed using formative assessments, differentiated strategies and responsive interventions.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
X	There is little or no evidence of improvement with regard to this deficiency.
<p>Evidence:</p> <ul style="list-style-type: none"> • Self-Assessment • PLC minutes • Formative assessment analysis forms • RTI and Flex documentation • Stakeholder surveys • "Close the Deal" documentation • PLAN and ACT data • Advisory program documentation • Instructional Leadership Team minutes and agendum • Plus/Delta reports • Teachers' Quarterly Binders • Learning walk data and documentation • Principal's presentation • Interviews with principal and teachers • Classroom and school observations • Quarterly Reports • CASCADE and Google Docs data • Educational Recovery staff and leader interview • Interview of Instructional Leadership Team and School Advisory Council members 	
<p>Comments:</p> <ul style="list-style-type: none"> • Teacher interviews and artifact reviews indicate that the interventionists and PLC leaders maintain classroom and state-level assessment data on student progress toward standards. Quarterly Reports reflect goal-setting and analysis of student achievement gap data, but interviews and document reviews suggest no intentional effort to address the needs of 	

<p>specific gap groups has been made. Interviews with the principal and teachers indicate that the faculty believes the intervention program addresses the needs of all struggling students, including those in identified gap groups.</p> <ul style="list-style-type: none"> • The school differentiates for variance in student readiness and learning profile primarily through scheduling (Freshman Transition courses, for example). Classroom observations reveal no meaningful differentiation in daily teaching practices based on content, product, learning process, or student interest. The mean ELEOT (Effective Learning Environments Observation Tool) score for Equitable Learning Environment, which reflects, in part, the level of differentiated instruction, was 1.8 on a 4-point scale. No professional development has been offered to train teachers in appropriate strategies of differentiated instruction and the principal has provided no communication regarding this practice or monitoring to ensure implementation or effectiveness. • As noted above, while a bi-weekly intervention period now exists, the principal has not established clear, consistent, and systematic criteria for how students are placed in or exit the intervention program. The principal does not monitor the decisions of individual teachers or PLC groups to ensure that interventions are effectively utilized. The future of FLEX interventions appears unclear based on interviews with teachers and members of the administrative team.

Focus Area E

Data will be examined by the Instructional Leadership Team to identify needed modifications and revisions in all programs, allocations and resources.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
X	There is little or no evidence of improvement with regard to this deficiency.
<p>Evidence:</p> <ul style="list-style-type: none"> • ILT agenda and minutes • Principal's presentation • Interviews with teachers and administrators including ILT members • Educational Recovery Staff interviews • PLC agenda and minutes • Department Chair Plus/Delta reports • CASCADE and Google Docs data • Comprehensive School Improvement Plan • Quarterly Reports • Teacher Quarterly Reports 	
<p>Comments:</p> <ul style="list-style-type: none"> • During the on-site review, the Diagnostic Review Team conducted interviews with the Instructional Leadership Team (ILT), which includes the principal, Educational Recovery staff, associate principals, and teachers. In addition, the team conducted a review of documentation and artifacts including ILT agendas/minutes, PLC agendas/minutes, 	

Department Chair Plus/Delta Reports, and KDE and Teacher Quarterly Reports, etc. A review of the documentation and interviews revealed that multiple sources of data are presented to the Instructional Leadership Team (ILT) during monthly ILT meetings, e.g. KDE and Teacher Quarterly Reports, CSIP review, CASCADE data, PLC data, 30-60-90 day plans, EPAS data, Google Docs, etc. However, interviews revealed that these reports are presented for informational purposes only, and do not lead to a coherent, systemic, and systematic identification of needed program modifications, the creation of action plans to revise programs, or the reallocation of resources. Interviews further revealed that this same information was presented at faculty meetings and at School Advisory meetings in the same “information only” format.

- Evidence from documentation and interviews indicated that the ILT has not established a culture in which data is used to monitor and drive improvement initiatives. The ILT’s system of data analysis does not include meaningful efforts to develop and utilize rigorous and effective classroom-level assessment data, nor was there any evidence to suggest that the ILT is using data to improve daily teaching practices. The degree to which the principal was guiding the work of the ILT in the examination of data to identify needed modifications and revisions in all programs, allocations and resources was not evident.
- Interviews and documentation did not reveal specific and coherent processes for budgeting or the allocation of resources. While school data is frequently discussed in ILT and School Advisory meetings, interviews did not reveal the existence of a specific process to use program evaluation data to guide resource allocation decision-making.

IV. Special Review Team Schedule

Special Review Schedule for Valley High School
10200 Dixie Highway
Louisville, Kentucky 40272

Monday, April 8 4:00 – 5:30 p.m. (ET)

Team Virtual Meeting
 Team Work Session #1

Friday, April 12 9:00 a.m. (ET)**Valley High School submits documentation**

1. Updated Self-Assessment in ASSIST
2. Updated Executive Summary in ASSIST
3. Closes ASSIST surveys
4. Submit all other documentation to AdvancED Kentucky Office,
 - a. Improvement planning documents, 30-60-90 plans, etc.
 - b. Quarterly Reports
 - c. Documents referenced as evidence in Self-Assessment
 - d. Other evidence used by Valley High School to support school leadership's response to the five Focus Areas

Wednesday, April 17

Time	Event	Where	Who
4:00 p.m.	Check-in	Fairfield Inn by Marriott Louisville South 362 Brenton Way Shepherdsville, KY 40165 p. 502-955-5533	Diagnostic Review Team Members
4:00 p.m. - 5:30 p.m.	Team Work Session #2 Orientation and Planning Session a. Review of process and team assignments b. Discussion of preliminary findings c. Discussion of documents and artifacts		Diagnostic Review Team Members
4:30 – 5:15	Interview Educational Recovery Leader, Valley High School	Hotel Conference Room	Diagnostic Review Team members
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 8:30 p.m.	Team Work Session #2 Continues a. Determination of "points of inquiry"		Diagnostic Review Team Members

	and interview questions b. Review of performance and survey data c. Review of ELEOT process		
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All documents and artifacts should be emailed to AdvancED Kentucky, no later than 9:00 a.m. Friday, April 12. Any documents or artifacts referenced in the Self-Assessment should be included such as school improvement documents, teacher and student handbook, interim/formative assessment data, non-cognitive data from Infinite Campus, master schedule, Quarterly Reports, and any documents the school feels are necessary to document the extent to which the Focus Areas have been effectively addressed should be included.

For any information available to the team on-line, (e.g., documents supporting the implementation of the curriculum, school policies, etc.), please provide a brief explanation and the link or web address on a separate document.

Questions about documents and artifacts should be directed to AdvanED Kentucky.

Thursday, April 18

Time	Event	Where	Who
	Breakfast		Diagnostic Review Team Members
7:15 a.m.	Team arrives at Valley High School	<p>The principal will need to designate a private meeting work space for the team to use during the 2 day on-site review.</p> <p>In addition, the principal will need to designate 8 areas for private interviews to be conducted in after dismissal somewhere in the school. This may be the library, other conference rooms or classrooms.</p> <p>All 8 team members will be conducting 3-4 private interviews.</p> <p>Room 155</p> <p>Will email other</p>	Diagnostic Review Team Members

		locations to me	
7:30 – 9:30 a.m.	<p>Principal's presentation and interview</p> <p>This presentation should include:</p> <ol style="list-style-type: none"> 1. A brief 3-5 year history of the school including past performance, assessment of culture/climate, staff, student demographics, facilities, and educational program (e.g., magnet program) 2. A brief overview of the current reality of the school: student performance, non-cognitive data, staff, stakeholder engagement and involvement, staff-student-parent perception data, etc., and identification of the chief priorities for improvement in the school. 3. A brief description of the principal's vision for the future of the school and what plans are in place for that vision to become a reality. 4. An explanation as to how each of the Focus Areas identified by KBE and Commissioner Holliday have been addressed since March, 2012. 		Diagnostic Review Team Members
9:30	Begin Classroom Observations		
12:00 – 12:30	Lunch (The KDE/AdvancED Team will make arrangements to eat in the cafeteria or have lunch delivered to the school.)		Diagnostic Review Team Members
12:30 – 2:20	Classroom observations continue		
<p>Private Interviews with teachers, administrators, district leadership</p> <p>The principal will provide a list names, position titles, (e.g. "Science Teacher"), and email addresses for:</p> <ol style="list-style-type: none"> 1. School advisory council members 2. School leadership team or school improvement team members 3. All school administrators 4. Department chairpersons 5. 3 Principal selected teachers or staff <p>The team co-leads will select a cross-section of staff members from these lists to be interviewed on Day 1. All administrators will be interviewed. The principal also asked to identify three teachers/staff members to be included in these interviews.</p> <ol style="list-style-type: none"> 6. Other school leaders 7. ER Staff 			
2:30 – 3:00			
Diagnostic Review Team Member	School Advisory Council Member & Math Department Chair & ILT Member	Room 116	
Diagnostic Review Team Member	School Advisory Council Member & ILT Member	Room 120	
Diagnostic Review Team Member	JCTA School Representative & Advisory Council Member	Library	
Diagnostic Review Team Member	Youth Service Center Director, Community Liaison, School Advisory Council Member	Library	
Diagnostic Review Team Member	Parent, School Advisory Council Member	Library	

Diagnostic Review Team Member	English Dept Chairperson & ILT Member	Library annex	
Diagnostic Review Team Member	Social Studies Dept Chairperson & ILT Member	Room 228	
Diagnostic Review Team Member	Arts/Humanities, Music Dept Chair	Room 155	
3:00 – 3:30			
Diagnostic Review Team Member	(English)	Room 116	
Diagnostic Review Team Member	(Math)	Room 120	
Diagnostic Review Team Member	(Science)	Library	
Diagnostic Review Team Member	(Social Studies)	Library	
Diagnostic Review Team Member	(ECE Math)	Library	
Diagnostic Review Team Member	(English)	Library annex	
Diagnostic Review Team Member	(Math Interventionist)	Room 228	
Diagnostic Review Team Member	(Spanish)	Room 155	
3:30 – 4:00			
Diagnostic Review Team Member	Counselor & ILT Member	Room 116	
Diagnostic Review Team Member	Math Lead & ILT Member	Room 120	
Diagnostic Review Team Member	BAC & ILC Member	Library	
Diagnostic Review Team Member	AP and ILT Member	Library	
Diagnostic Review Team Member	CART & ILT Member	Library	
Diagnostic Review Team Member	ERS Math ERS Literacy	Library Annex	
Diagnostic Review Team Member	(Math)	Room 228	
Diagnostic Review Team Member	(English)	Room 155	
4:00 – 4:30			
Diagnostic Review Team Member	Science Dept Chairperson & ILT Member	Room 116	
Diagnostic Review Team Member	Health/PE Dept Chairperson	Room 120	
Diagnostic Review Team Member	Business Dept Chairperson	Library	
Diagnostic Review Team Member	ECE Dept Chairperson	Library	
Diagnostic Review Team Member	AP & ILT Team Member	Library	
Diagnostic Review Team Member	AP & ILT Team Member	Library annex	
Diagnostic Review Team Member	Counselor & ILT Team Member	Room 228	
Diagnostic Review	Counselor & ILT Member	Room 155	

Team Member			
4:30 – 5:00	ER Staff	Room 155	
5:00	Return to hotel		
5:30 – 6:30	Dinner		
7:00 -9:30 p.m.	Team Work Session #2 <ul style="list-style-type: none"> • Review findings • Compile classroom observation data • Team members, working in pairs, re-examine ratings and report back to full team • Prepare for Day 2 		Diagnostic Review Team Members

Friday, April 19

Time	Event	Where	Who
	Breakfast - hotel check out		Diagnostic Review Team Members
7:15 a.m.	Team arrives at Valley High School		Diagnostic Review Team Members
7:30 – 11:45 a.m.	Continue classroom observations		Diagnostic Review Team Members
11:45 a.m.-12:30 p.m.	Lunch		Diagnostic Review Team Members
12:30 -2:30 p.m.	Conclude classroom observations		Diagnostic Review Team Members
2:30 – 4:00	Team meeting to determine findings and finalize report		Diagnostic Review Team Members
4:00 – 5:00	KDE Leadership Capacity Determination Meeting	TBD	Diagnostic Review Team Members
5:00	Exit Conference with principal		

School Special Diagnostic Review Summary Report

Valley Traditional High School

Jefferson County Public Schools

4/17/2013 – 4/19/2013

The members of the Valley Traditional High School Special Diagnostic Review Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Special Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:

The principal does not have the ability to lead the intervention and should not remain as principal of Valley Traditional High School to continue his roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Special Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____ Date: _____

I have received the special diagnostic review report for Valley Traditional High School.

Principal, Valley Traditional High School

_____ Date: _____

Superintendent, Jefferson County Public Schools

_____ Date: _____